



Trinity High School

& SIXTH FORM CENTRE

An Independent State Funded Academy

SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY (SMSC)

Reviewed:	July 2014
Adopted by Governing Body:	03.12.2014
Review date:	Sep 2016

SMSC POLICY

INTRODUCTION

At Trinity High School we recognise that for students to benefit from their time with us we must ensure that they have the best possible teaching and pastoral care and we must ensure that they try to meet the expectations placed on them in work, conduct and attitude. We believe that the school should actively promote all students' spiritual, moral, social and cultural development by "providing positive experiences through planned and coherent opportunities in the curriculum and through interactions with teachers, other adults and the local community" (Ofsted 2012). The aim of this Policy is to link and strengthen our whole school approach in order that this becomes a reality for our students.

SCOPE INCLUDING STATUTORY REQUIREMENTS

This policy was developed in response to National guidance – OFSTED Promoting and evaluating pupils' spiritual, moral, social and cultural development 2004, the Education Reform Act 1988, the Education (Schools) Act 1992 and the School Inspections Act 1996.

- It also refers specifically to the most recent guidance from the Ofsted Framework, January 2012.
- It should be read in conjunction with other school policies on Equal Opportunities, SEND, Safeguarding and Child Protection, Collective Worship, Religious Education, Curriculum, Teaching and Learning and the PSHE schemes of work.
- The statutory requirement that schools should encourage pupils' SMSC development was first included in the Education Reform Act 1988.

'The curriculum (must be) a balanced and broadly based curriculum which —

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.'

This was followed by the Education (Schools) Act 1992 which stated that:

- 'The Chief Inspector for England shall have the general duty of keeping the Secretary of State informed about— the spiritual, moral, social and cultural development of pupils at those schools.'

All of the above guidance emphasises the need to establish the values schools should impart to pupils. It was clearly recognised that there is more to life than achieving high standards in academic subjects. The task was described as: '...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible'.

Trinity High School aspires to be a school where pupils are encouraged to strive for academic excellence and a spirit of open and shared enquiry whilst developing their individual potential and qualities of character so they can make a positive contribution to the world.

For full definitions of "Spiritual", "Moral", "Social" and "Cultural" as they might apply to a school's delivery please refer to Appendix 1.

PROCESS AND PRACTICE

In order to realise the above aims we will do the following:

- Provide a coherent assembly and PSHE programme which enables all four aspects to be delivered at different and appropriate times. See appropriate policies for more details.
- Opportunities will also take place in enrichment activities. Those with responsibility for running clubs, societies, trips and other events will develop their awareness of SMSC opportunities their activities have, and maximise the benefits they bring.
- Fundraising events and select charities to benefit.
- At departmental level, Heads of Department will regularly audit with their teams the opportunities for covering relevant SMSC criteria in their Schemes of Work.
- Those with responsibility for publicising the School or liaising with other schools and organisations should consider the SMSC aspects of their public relations. In addition to being representatives of the School, they should report SMSC matters arising from their links to the School at appropriate occasions.
- At pastoral level, the Pastoral Team and groups of tutors will regularly discuss SMSC issues and appropriate thought will be given about how aspects of these issues may be best communicated to members of staff, to pupils and parents, and to other interested individuals.
- The CPD Co-ordinator will with the Deputy Head teacher responsible for overall delivery will ensure that individual and whole staff SMSC needs are met in the CPD Development Plan.
- All Members of Staff (including associate staff) should be aware of the importance of SMSC development and the enhancement it brings to the life of the School. They should feel free to voice related concerns and interests within the normal pattern of departmental, tutorial and staff meetings.

MONITORING AND EVALUATION

The policy will be reviewed regularly. Information and data will be collected at regular points throughout the year relating to its delivery and practice using a variety of media – interviews; surveys; student voice and regular auditing via departmental, pastoral and whole school self-evaluation.

Appendix 1

SPIRITUAL DEVELOPMENT

Defined by OFSTED Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view; either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.